Course Standards

Course Code: 703032

Course Name: Elementary Chorus

Grade Level: K-3

Upon course completion students should be able to:



Kindergarten	1st Grade	2 nd Grade	3 rd Grade
MU:Cr1.1.K	MU:Cr1.1.1	MU:Cr1.1.2	MU:Cr1.1.3
a. With guidance,	a. With limited	a. Improvise	a. Improvise
explore and	guidance, create	rhythmic and melodic	rhythmic and melodic
experience music	musical ideas (such	patterns and musical	ideas, and describe
concepts (such as	as answering a	ideas for a specific	connection to
beat and melodic	musical question) for	purpose.	specific purpose and
contour).	a specific purpose.		context (such as
		b. Generate musical	personal and social).
b. With guidance,	b. With limited	patterns and ideas	
generate musical	guidance, generate	within the context of	b. Generate musical
ideas (such as	musical ideas in	a given tonality (such	ideas (such as
movements or	multiple tonalities	as major and minor)	rhythms and
motives).	(such as major and	and meter (such as	melodies) within a
	minor) and meters	duple and triple).	given tonality and/or
	(such as duple and		meter.
	triple).		
MU:Cr2.1.K	MU:Cr2.1.1	MU:Cr2.1.2	MU:Cr2.1.3
a. With guidance,	a. With limited	a. Demonstrate and	a. Demonstrate
demonstrate and	guidance,	explain personal	selected musical
choose favorite	demonstrate and	reasons for selecting	ideas for a simple
musical ideas.	discuss personal	patterns and ideas for	improvisation or
	reasons for selecting	music that represent	composition to
b. With guidance,	musical ideas that	expressive intent.	express intent, and
organize personal	represent expressive		describe connection
musical ideas using	intent.	b. Use iconic or	to a specific purpose
iconic notation and/or		standard notation	and context.
recording technology.	b. With limited	and/or recording	
	guidance, use iconic	technology to	b. Use standard
	or standard notation	combine, sequence,	and/or iconic notation
	and/or recording	and document	and/or recording
	technology to	personal musical	technology to
	document and	ideas.	document personal
	organize personal		rhythmic and melodic
	musical ideas.		musical ideas.
MU:Cr3.1.K	MU:Cr3.1.1	MU:Cr3.1.2	MU:Cr3.1.3
With guidance, apply	With limited	Interpret and apply	Evaluate, refine, and
personal, peer, and	guidance, discuss and	personal, peer, and	document revisions to

Kindergarten	1 st Grade	2 nd Grade	3 rd Grade
teacher feedback in	apply personal, peer,	teacher feedback to	personal musical
refining personal	and teacher feedback	revise personal	ideas, applying
musical ideas.	to refine personal	music.	teacher provided and
	musical		collaboratively
	ideas.		developed criteria
			and feedback.
MU:Cr3.2.K	MU:Cr3.2.1	MU:Cr3.2.2	MU:Cr3.2.3
With guidance,	With limited	Convey expressive	Present the final
demonstrate a final	guidance, convey	intent for a specific	version of personal
version of personal	expressive intent for	purpose by presenting	created music to
musical ideas to	a specific purpose by	a final version of	others, and describe
peers.	presenting a final	personal musical	connection to
	version of personal	ideas to peers or	expressive intent.
	musical ideas to peers	informal audience.	
	or informal audience.		
MU:Pr4.1.K	MU:Pr4.1.1	MU:Pr4.1.2	MU:Pr4.1.3
With guidance,	With limited	Demonstrate and	Demonstrate and
demonstrate and state	guidance,	explain personal	explain how the
personal interest in	demonstrate and	interest in,	selection of music to
varied musical	discuss personal	knowledge about, and	perform is influenced
selections.	interest in,	purpose of	by personal interest,
	knowledge about, and	varied musical	knowledge, purpose,
	purpose of	selections.	and context.
	varied musical		
	selections.		
MU:Pr4.2.K	MU:Pr4.2.1	MU:Pr4.2.2	MU:Pr4.2.3
With guidance,	a. With limited	a. Demonstrate	a. Demonstrate
explore and	guidance,	knowledge of music	understanding of the
demonstrate	demonstrate	concepts (such as	structure in music
awareness of music	knowledge of music	tonality and meter) in	selected for
contrasts (such as	concepts (such as	music from a variety	performance.
high/low, loud/soft,	beat and melodic	of cultures selected	
same/different) in a	contour) in music	for performance.	b. When analyzing
variety of music	from a variety of		selected music, read
selected for	cultures selected for	b. When analyzing	and perform rhythmic
performance.	performance.	selected music, read	patterns and melodic
		and perform rhythmic	phrases using iconic
	b. When analyzing	and melodic patterns	and standard
	selected music, read	using iconic or	notation.
	and perform rhythmic	standard notation.	
	patterns using iconic		c. Describe how
	or standard notation.		context (such as
			personal and social)
			can inform a
			performance.

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MU:Pr4.3.K	MU:Pr4.3.1	MU:Pr4.3.2	MU:Pr4.3.3
With guidance,	Demonstrate and	Demonstrate	Demonstrate and
demonstrate	describe music's	understanding of	describe how intent is
awareness of	expressive qualities	expressive qualities	conveyed through
expressive qualities	(such as dynamics	(such as dynamics	expressive qualities
(such as voice	and tempo).	and tempo) and how	(such as dynamics
quality, dynamics,		creators use them to	and tempo).
and tempo) that		convey expressive	
support the creators'		intent.	
expressive intent.			
MU:Pr5.1.K	MU:Pr5.1.1	MU:Pr5.1.2	MU:Pr5.1.3
a. With guidance,	a. With limited	a. Apply established	a. Apply teacher
apply personal,	guidance, apply	criteria to judge the	provided and
teacher, and peer	personal, teacher,	accuracy,	collaboratively
feedback to refine	and peer feedback to	expressiveness, and	developed criteria
performances.	refine performances.	effectiveness of	and feedback to
		performances.	evaluate accuracy of
b. With guidance, use	b. With limited		ensemble
suggested strategies	guidance, use	b. Rehearse, identify	performances.
in rehearsal to	suggested strategies	and apply strategies	
improve the	in rehearsal to	to address	b. Rehearse to refine
expressive qualities	address interpretive	interpretive,	technical accuracy,
of music.	challenges of music.	performance, and	expressive qualities,
		technical challenges	and identified
		of music.	performance
			challenges.
MU:Pr6.1.K	MU:Pr6.1.1	MU:Pr6.1.2	MU:Pr6.1.3
a. With guidance,	a. With limited	a. Perform music for	a. Perform music
perform music with	guidance, perform	a specific purpose	with expression and
expression.	music for a specific	with expression and	technical accuracy.
1 D C	purpose with	technical accuracy.	1.70
b. Perform	expression.	1 D C	b. Demonstrate
appropriately for the	1 D C	b. Perform	performance
audience.	b. Perform	appropriately for the	decorum and
	appropriately for the	audience and	audience etiquette
	audience and	purpose.	appropriate for the
MILD.711	purpose.	MU.D.713	context and venue.
MU:Re7.1.K	MU:Re7.1.1	MU:Re7.1.2	MU:Re7.1.3
With guidance, list	With limited	Explain and	Demonstrate and
personal interests and	guidance, identify	demonstrate how	describe how selected
experiences and	and demonstrate how	personal interests and	music connects to
demonstrate why they	personal interests and	experiences influence	and is influenced by
prefer some music	experiences influence	musical selection for	specific interests,
selections over	musical selection for	specific purposes.	experiences, or
others.	specific purposes.		purposes.

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MU:Re7.2.K	MU:Re7.2.1	MU:Re7.2.2	MU:Re7.2.3
With guidance,	With limited	Describe how	Demonstrate and
demonstrate how a	guidance,	specific music	describe how a
specific music	demonstrate and	concepts are used to	response to music can
concept (such as beat	identify how specific	support a specific	be informed by the
or melodic direction)	music concepts (such	purpose in music.	structure, the use of
is used in music.	as beat or pitch) are		the elements of
	used in various styles		music, and context
	of music for a		(such as personal and
	purpose.		social).
MU:Re8.1.K	MU:Re8.1.1	MU:Re8.1.2	MU:Re8.1.3
With guidance,	With limited	Demonstrate	Demonstrate and
demonstrate	guidance,	knowledge of music	describe how the
awareness of	demonstrate and	concepts and how	expressive qualities
expressive qualities	identify expressive	they support	(such as dynamics
(such as dynamics	qualities (such as	creators'/performers'	and tempo) are used
and tempo) that	dynamics and tempo)	expressive intent.	in performers'
reflect	that reflect		interpretations to
creators'/performers'	creators'/performers'		reflect expressive
expressive intent.	expressive intent.		intent.
MU:Re9.1.K	MU:Re9.1.1	MU:Re9.1.2	MU:Re9.1.3
With guidance, apply	With limited	Apply personal and	Evaluate musical
personal and	guidance, apply	expressive	works and
expressive	personal and	preferences in the	performances,
preferences in the	Expressive	evaluation of music	applying established
evaluation of music.	preferences in the	for specific	criteria, and describe
	evaluation of music	purposes.	appropriateness to the
	for specific purposes.		context.
MU:Cn10.1.K	MU:Cn10.1.1	MU:Cn10.1.2	MU:Cn10.1.3
Demonstrate how	Demonstrate how	Demonstrate how	Demonstrate how
interests, knowledge,	interests, knowledge,	interests, knowledge,	interests, knowledge,
and skills relate to			
personal choices and	personal choices and	personal choices and	personal choices and
intent when creating,	intent when creating,	intent when creating,	intent when creating,
performing, and	performing, and	performing, and	performing, and
responding to music.	responding to music.	responding to music.	responding to music.
MU:Cn11.1.K	MU:Cn11.1.1	MU:Cn11.1.2	MU:Cn11.1.3
Demonstrate	Demonstrate	Demonstrate	Demonstrate
understanding of	understanding of	understanding of	understanding of
relationships between	relationships between	relationships between	relationships between
music and the other			
arts, other disciplines,	arts, other disciplines,	arts, other disciplines,	arts, other disciplines,
varied contexts, and	varied contexts, and	varied contexts, and	varied contexts, and
daily life.	daily life.	daily life.	daily life.